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ABSTRACT

The potential use of anthropology for restructuring both the general curriculum and social studies is discussed. Anthropology could work as an organizer because it is a broad based discipline and relates to the natural sciences, fine arts, language arts, and humanities, as well as to the social sciences. By the beginning of the 21st century, major changes can be expected in public school curricula. Curricular organization will most likely be based on integrated models. As an organization model for the social studies, anthropology could integrate the social sciences into a balanced and cohesive, well-integrated curriculum. Due to its multifaceted perspective, anthropology can aid students in resolving issues by training them to better understand technology, the processes and functions of society, social alienation, social conflict, value systems, processes of change, and knowledge of a variety of cultural patterns. Because the 21st century will undoubtedly emerge as a century of global relationships, this broadening influence on students is extremely important. Anthropologists will probably base curriculum organization on integrated models in which related disciplines play a significant part. Two charts illustrating the structure, concepts, and disciplines in an anthropology-centered curriculum are included. (Author/DB)

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Anthropology and Openmindedness:
A Restructuring of the
Social Studies Curriculum

by

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In order to project oneself into the 21st century a person must try to envision the rate of change that will occur in human events over the next two and one-half decades. Because technological changes are occurring at an accelerated rate, our projection in almost any case would be off target. The best that can be done is to attempt to extrapolate the trends and directions that have emerged in the recent past. Since World War II, western and non-western cultures are moving closer together. The period of cultural isolation has passed and cultures and nations share in each others achievements and miseries. World crises and the related issues of survival effect every nation. The familiar values and identities are being swept aside as a pluralistic world culture emerges. The two most serious issues to confront human societies are the growing alienation between man and technology, and conflicting value systems. Mankind is faced with several problems that must be resolved in the future if human survival is to be a reality. These problems include: conflicts that exist between various social systems, the growing ecological crisis, scarcity of resources and population growth, overpopulation and the world supply of food, competition for world dominance between super powers, preservation of personal and cultural identity, and, expanded educational programs which will prepare students to solve

the critical crises that will arise in the future, an educational system which will encourage the mutual respect and understandings that are necessary for openminded approaches to all types of social conflicts.

The Essence of Anthropology Education

The educational challenges of the 21st century will be enormous, especially if the trends continue in the directions established during the last half of the 20th century. Included in the future educational challenge will be the need to prepare students for survival in a multicultural environment. In addition, major changes will have to occur in the organization and structure of existing curriculum patterns. Just managing the enormous accumulation of information for each discipline will be a major task. A growing trend toward the departmentalization of disciplines caused by specialization of language, and the rapid accumulation of knowledge has resulted in an overburdened curriculum for both elementary and secondary schools. Eventually this trend, if continued, will result in a curriculum crisis that leads to the reorganization of existing programs. The possible result may be that each area of the curriculum will be forced to develop philosophical and psychologically justifiable rationales for the simplification and restructuring of the curriculum.

One possible solution to this crisis for the social studies and perhaps even the general curriculum, would be to restructure the curriculum around broad patterns that integrate disciplines rather than isolate them. Anthropology as a discipline contains attributes that could serve as a model for an integrated curriculum. An anthropologically based curriculum is just one of many alternatives yet it comes the closest to the ideal curriculum for future needs.

Anthropology not only contains concepts and methods that would help students resolve issues that will arise in the 21st century, but it also contains a disciplinary structure that can reorganize curriculum patterns without dominating the associated disciplines. This will be illustrated in chart form later in this paper.

In regard to issues and problems that are likely to arise in the 21st century, students trained within an anthropological context would be better prepared to deal with issues that pertain to: technology; the process and functions of society; social alienation; social conflict; value systems; processes of change; and, knowledge of a variety of cultural patterns. An anthropologically based curriculum can help prepare students to live with change and conflict in addition to the processes that will help them solve serious future social conflicts.

The Current Stature of Pre-collegiate Anthropology Education

Anthropology as a discrete discipline was not part of the social studies curriculum in most school districts prior to 1970. Until relatively recent times the subject was not even under consideration as a public school course. Since the 1960's, however, some school districts have developed anthropology courses and units, and curriculum projects have emerged with materials for the teaching of anthropology. During the 1960's, federal and private institution money became available to scholars for the development of curriculum materials in all the disciplines of the social sciences. The American Anthropological Association (AAA) supported the Anthropology Curriculum Study Project (ACSP). Members of the American Anthropological Association were kept abreast of the progress of the project which was in existence for over ten years. Other anthropological projects emerged during the period and for the first time teachers were offered teaching materials from publishers and project centers. The Anthropology Curriculum Project (ACP) located at the University of Georgia continues to provide anthropology publications and is a leading center of activity for anthropology education. During the 1960's the Council for Anthropology and Education was organized as an affiliate of the American

Anthropology Association. Anthropology education has grown substantially as a major concern of the parent professional organization. The Council on Anthropology and Education has attempted to bring professional educators and teachers together with professional anthropologists in order to promote and improve the teaching of anthropology. The Anthropology and Education Quarterly reflects the growing interest in the area of teaching anthropology in the public schools. Commercial textbook companies have routinely included sections and chapters on anthropology for elementary schools and some publishers are beginning to offer semester and yearly courses in anthropology at the secondary level. Despite this growing trend to include anthropology as part of the social studies curriculum a national survey conducted by this author revealed that as recently as 1972 anthropology was not a major element in the public school curriculum.

Results of a National Inquiry

In 1971 a letter was sent to curriculum specialists in each of the fifty states, in order to determine how extensively anthropology was being taught at that time. Only twenty replies were received and some of the replies contained no information about programs or courses in anthropology.

As a result of this survey it was concluded that most of the state officials who replied to the survey could only report relatively few school districts which engaged in the teaching of anthropology as a discrete discipline. However, several of the state officials indicated a willingness to expand the curriculum to include more instruction in anthropology. Since 1971 the trends have shifted away from immediate adoption of curriculum programs. While anthropology materials have become more available, teachers and school district officials have complained about the crowding of the curriculum. A new survey is badly needed in order to measure the relative position of anthropology in the social studies curriculum at this time. Anthropology has grown in popularity at both elementary and secondary levels, however, its movement into the social studies curriculum is unknown. Whether or not it has been temporarily blunted by the conservative trends in existence since the boom years of the 1960's is not known.

Anthropology Education in the 21st Century

By the beginning of the 21st century major changes can be expected in public school curriculums. Curriculum organization will most likely be based on integrated models. An anthropologically based curriculum model may emerge as a realistic alternative for the reorganization of the schools.

Based upon these assumptions, two general topics are described in this section of the paper; one illustrates the use of anthropology as an organizer for the general curriculum, the other illustrates the use of anthropology as the organizer of the social studies.

Rationale for an Anthropology-Based Social Studies Program

Anthropology is a unique discipline in that it enables specialists from more than one area or discipline to work together on the solution of general and specific human problems. As an organization model for the social studies, anthropology could integrate history and all of the social sciences into a balanced and cohesive, well integrated curriculum. This claim is based upon the fact that anthropology is the most integrated of all of the social studies, it not only contains a breadth of concepts but a variety of scientific and humanistic methodologies. Because of these qualities no other discipline would be ignored or eliminated from the curriculum, instead the disciplines would work in concert with each other to give students a well organized view of man's world from a multi-faceted perspective. In addition, the traditional dominance of history would be removed and balance to the curriculum would be restored. Anthropologists have described their discipline in a variety

of ways. Most would agree with Omer Stewart's statement that "Anthropology is one of the broadest and deepest of the social sciences because it not only overlaps with the others but also blends into biological sciences, the physical sciences, and the humanities." Because of these traits, the student would be able to adopt a more intelligent and openminded view of man, especially regarding those who are culturally different.

Anthropology and Related Fields of Study

Because anthropology is a broad based discipline, it relates to the natural sciences, the humanities, language arts, and the fine arts. The subfields of anthropology reflect this relationship. Cultural anthropology consists of all the social sciences, as well as various aspects of the fine arts, (arts and crafts from a multitude of cultures). Physical anthropology includes the application of scientific methods to the biological and physical development of man. Archaeology incorporates humanistic, scientific, and various social science methods and concepts in the reconstruction of man's cultural past. The linguist is involved with historic and modern symbolic systems. The anthropologist is involved in every aspect of human activity. Human behavior of both primitive and modern man is studied by these specialists from a multiple

disciplinary perspective.

The following chart illustrates the relationship between anthropology and related fields of study. This chart is based upon a conceptual organization of the discipline published by the state of Colorado in 1967. While many anthropologists might disagree with the conceptual structure included in this chart, its main purpose is simply to illustrate the multi-disciplinary relationships that exist between the discipline and other related fields. The chart illustrates that disciplinary groups are included as important aspects of anthropological studies. This point is emphasized in order to demonstrate that the discipline could hold future consequences for the reorganization of the entire school curriculum. The symbols on the chart denote the amount of emphasis each disciplinary group may receive when certain anthropological concepts are studied.

[See chart on page 10]

Anthropology Education and the Social Studies

In 1962, John Chilcott wrote that anthropology would eventually emerge as the organizing discipline of the social studies and could serve as the framework for all types of related topics. (J. H. Chilcott, "Proposal for the Unification of Secondary School Courses Through Anthropology," *Clearing House*, 36: 387-93, March 1962).

ANTHROPOLOGY CURRICULUM CHART

CHART # 1

The Structure of Concepts and Disciplines in a Anthropology Centered Curriculum

Disciplinary groups	Structure of Anthropology Concepts (see Colorado Guide) *																
	MAN AND CULTURE (3 million years of man's activities on Earth) <table> <tr> <td>1</td><td>Social Control</td></tr> <tr> <td>2</td><td>Acquiring</td></tr> <tr> <td>3</td><td>Environmental Adjustment</td></tr> <tr> <td>4</td><td>Quieting Fears</td></tr> <tr> <td>5</td><td>Curing Illness</td></tr> <tr> <td>6</td><td>Language</td></tr> <tr> <td>7</td><td>Tools (Technology)</td></tr> <tr> <td>8</td><td>The Family</td></tr> </table>	1	Social Control	2	Acquiring	3	Environmental Adjustment	4	Quieting Fears	5	Curing Illness	6	Language	7	Tools (Technology)	8	The Family
1	Social Control																
2	Acquiring																
3	Environmental Adjustment																
4	Quieting Fears																
5	Curing Illness																
6	Language																
7	Tools (Technology)																
8	The Family																
Social Studies																	
Language Arts																	
Math and Sciences																	
Religion and Philosophy																	
Arts and Crafts																	
Education																	

Key: / emphasis * strong emphasis

ANTHROPOLOGY CURRICULUM CHART

CHART # 1

The Structure of Concepts and Disciplines in an Anthropology Centered Curriculum

Disciplinary groups	Structure of Anthropology Concepts (see Colorado Guide *)							
	MAN AND CULTURE							
	(3 million years of man's activities on Earth)							
	The Family	Tools (Technology)	Language	Curing Illness	Quieting Years	Environmental Adjustment	Acquiring	Social Control
Social Studies	*	*	✓	✓	*	*	*	*
Language Arts	*		*		✓	✓		✓
Math and Science		*	✓	*		*	✓	
Religion and Philosophy	✓			✓	*	✓	*	*
Arts and Crafts		*	*		*			
Education	*	*	*	*	*	*	*	*

Key: ✓ emphasis * strong emphasis

During the 1960's and 1970's anthropology joined the other disciplines in the social studies family as a "new discipline" for pre-collegiate students. There seems to be a definite trend toward acceptance. In the future anthropology may become the model discipline which will serve structurally for the total reorganization of this group of disciplines. The chart on the following page illustrates the relationship between anthropology concepts and the emphasis given to this same concept by other social studies disciplines. This chart serves to illustrate the broad structural potential of using anthropology for the purpose of integrating the social studies into a more unified and balanced curriculum organization.

[See chart on page 13]

Conclusion

Anthropological concepts can influence students toward a more openminded view of themselves and others. One important, if not central, attribute of an openminded person is the ability to accept others regardless of cultural and ethnic considerations. The twenty-first century will undoubtedly emerge as a century of interwoven relationships between world cultures. The trend toward world citizenship will accelerate, if human survivorship is to be a reality. Anthropology will therefore become more central

to the social studies curriculum as an important means of developing the values that are necessary for world citizenship. In addition, anthropology can become a model for future curriculum reorganizations, especially because of the integrating qualities of the discipline. Anthropology concepts combined with the integration of disciplines places the discipline in the forefront of possible innovative directions for future social studies change.

ANTHROPOLOGY CURRICULUM CHART

CHART # 2

The Structure of Concepts and Disciplines in an Anthropology Centered Curriculum

Social Studies Disciplines	Structure of Anthropology Concepts (see Colorado Guide) *
	MAN AND CULTURE (3 million years of man's activities on Earth) - Social Control - Acquiring - Environmental Adjustment - Quieting Fears - Curing Illness - Language - Tools (Technology) - The Family
HISTORY	
POLITICAL SCIENCE	
GEOGRAPHY	
ECONOMICS	
PSYCHOLOGY	
SOCIOLOGY	

ANTHROPOLOGY CURRICULUM CHART

CHART # 2

The Structure of Concepts and Disciplines in an Anthropology Centered Curriculum

Social Studies Disciplines	Structure of Anthropology Concepts (see Colorado Guide) *						
	MAN AND CULTURE (3 million years of man's activities on Earth)						
	The Family	Tools (Technology)	Language	Curing Illness	Quieting Fears	Environmental Adjustment	Social Control
HISTORY	✓	*		✓	✓	*	*
POLITICAL SCIENCE	✓				✓	✓	*
GEOGRAPHY		*	✓			*	✓
ECONOMICS	✓	*				✓	✓
PSYCHOLOGY	✓		*	✓	*	*	*
SOCIOLOGY	*	✓		✓	✓	*	*
Key: ✓ emphasis * strong emphasis							